



### ***Transcending the Nativeness Paradigm***

by *Janina Brutt-Griffler* and *Keiko K. Samimy*

Brutt-Griffler and Samimy argue that the binary classification of speakers as either native or non-native is based not on linguistic categories, but on socially constructed identities. They use four case studies to make their point. Two of the participants are from EFL contexts (Korea and Argentina), and two are from ESL contexts (Philippines and Zimbabwe). The participants were all born outside the United States, but came to live in the U.S. before adulthood. All of them identify English as the language in which they best express themselves. However, in terms of being native speakers of English, the four participants perceive themselves differently and are perceived differently by others. The authors argue that the native–nonnative distinction derives from social factors, such as the national origin of the speaker and whether the speaker identifies him- or herself as bilingual more than monolingual. It also entails preconceptions about how a native speaker should look or sound. The authors conclude that this distinction is inconsistent, unclear, and inappropriate in this world in which English is increasingly an international language.

### **World Englishes**

Vol. 20, No. 1  
(March 2001)

### ***Enriching Reality: Language Corpora in Language Pedagogy***

by *Laura Gavioli* and *Guy Aston*

Language corpora, i.e., computer-generated collections of naturally occurring spoken and written language (also called computer concordances), have become increasingly available as resources for English language teachers, materials writers, and syllabus designers. Gavioli and Aston argue that the use of these corpora by L2 learners has been overlooked. One of their suggestions is that learners use corpora data to critically analyze patterns of language, which could then be incorporated into their own writing and speaking. They also suggest, as an activity for small groups, that learners could interpret corpora data and hypothesize possible meanings of words or phrases. This could include comparisons between two languages. A third suggestion is that learners use lists of citations to investigate meaning and form. These types of activities allow learners to utilize corpora and explore texts to gain insights into lexical, grammatical, and discourse issues. The authors point out, however, that there are three prerequisites before language corpora can be used effectively: learners must have access to them, more user-friendly software to exploit them must be developed, and more research must be done to determine how corpus-based activities can be incorporated into typical classroom teaching.

### **ELT Journal**

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## Film

*Susan Stempleski and Barry Tomalin*

This book, one of the Oxford Resource Books for Teachers series, contains 68 activities based on films, each one designed for students at the elementary, intermediate, or advanced level of proficiency. Three approaches to helping students improve their English are used: first, watching and describing films; second, observing and discussing filmmaking techniques; and third, exploring and understanding the film industry. In addition to activities using video clips, promotional trailers, or entire movies shown in class, this book also includes a number of other activities about popular movies that can be done in class without a VCR or DVD. For example, there are innovative assignments based on movie still photos, memorabilia, scripts, and reviews. Students develop cultural awareness by comparing and contrasting elements of popular movies from their countries with those produced in Hollywood and by writing subtitles or dubbing familiar scenes from classic movies. Fans of film who teach will find a wealth of relevant activities for their students in this book, and fans who are learning English will be motivated to learn by the movie-related activities in this book.

2001, 163 pages

ISBN: 0-19-437231-6



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## Imaginative Projects: A Resource Book of Project Work for Young Students

*Matt Wicks*

This book is part of the Cambridge Copy Collection, a series that includes photocopiable pages with each activity so that teachers can take them directly into the classroom. This book focuses on project work for 11 to 17 year olds, a growing population of English language learners in almost every part of the world. Many projects in this book, such as setting up a restaurant and group diaries, are innovative and will easily motivate students to use the vocabulary and grammar that they are learning. Some of the other projects, such as radio programs, time capsules, and fashion shows, resemble those already available in other textbooks. Even the most familiar project, however, appears new because of the author's thorough instructions and his creative, photocopy-ready worksheets. Each project lesson plan also includes creative ways to reorganize or adapt the project to make it more challenging or culturally appropriate for a particular group of students. This book can be a valuable resource for teachers who want to challenge young students to play with the language they are learning.

2000, 128 pages

ISBN: 0-521-668050

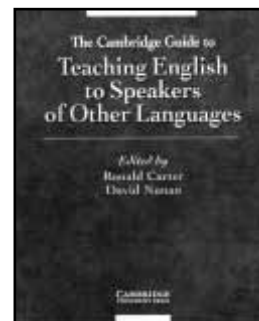
### **The Cambridge Guide to Teaching English to Speakers of Other Languages**

*Ronald Carter and David Nunan, eds.*

This reference work contains 30 chapters on current topics in language teaching and learning. These topics range from language skills and sub-skills (listening, speaking, reading, writing, grammar, vocabulary, pronunciation, discourse) to applied linguistics (psycholinguistics, sociolinguistics, bilingualism, second language acquisition) to pedagogy (teacher education, classroom interaction, CALL, ESP, observation, assessment, evaluation) among others (learning strategies, intercultural communication, on-line communication). Each chapter is written by an expert on the topic and is organized so that readers have quick access to brief background, recent research, current practice, and future directions. The chapters are concise, too, from five to nine pages each. A postscript summarizes nine beliefs and principles that characterize the current ideology of TESOL as reflected in the chapters of this book. The enormous bibliography provides more than adequate suggestions for further reading. The editors describe their work as a snapshot of the knowledge base of the emerging profession of TESOL. This book is an essential reference for anyone involved in the field.

2001, 294 pages

ISBN: 0 521 80516 3 (paperback)



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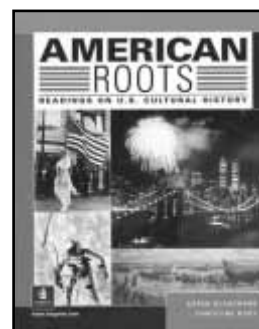
### **American Roots: Readings on U.S. Cultural History**

*Karen Blanchard and Christine Root*

This book is a useful resource for teachers looking for interesting, up-to-date readings and skill-building exercises on the history and culture of the United States. Each of the nine chapters covers an important historical issue in a style appropriate to intermediate-level adult language learners in terms of both linguistic difficulty and intellectual challenge. The book itself is organized chronologically, making it suitable for use as a principal course book in American history. Each chapter contains a wide variety of reading, writing, and discussion activities that allow students to review the content of the readings and to develop the English language skills to apply that content. The authors also ensure that each chapter is relevant to readers by asking them to compare events in their countries during a particular historical period with events in the United States. Overall, this is the kind of book that teachers can turn to when looking for material that will genuinely interest adult learners.

2001, 218 pages

ISBN: 0-201-61995-4



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